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**A STUDY OF ACHIEVEMENT MOTIVATION IN RELATION TO THE
EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS.**

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Abstract

Motivation is a powerful force which play a vital role in the golden road of learning of the secondary school students. The present study is an endeavor to investigate achievement motivation in relation to emotional intelligence of secondary school students. It can be interpreted from the study that the male students as well as female students belonging to higher emotional intelligence have better achievement motivation than that of low emotional intelligent students. Data for the present study was collected through (Achievement Motive Test by Dr. V.P Bhargava and Mangal Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubhra Mangal). The method used for sample was stratified random sampling consisting of 200 secondary school students and 't' test was used to find out the significant difference between achievement motivation in relation to emotional intelligence.

Keywords: Achievement Motivation, Emotional Intelligence

“A study of achievement motivation in relation to the emotional intelligence of secondary school students.”

Introduction:

Motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of scientific endeavor to interpret human as initial human behaviour. As motivation regulates and directs behaviour, psychologists working, learning and perpetual processes have strongly felt that differences in behaviour of different persons can best be understood in the light of their motivation. It is assumed that every behaviour is motivated and is directed towards goals. It attempts to explain and predict some aspects of an individual's behaviour or attempt to account for behaviours of group. Motivation is an attempt to explain why certain behaviors occur and become pre-dominant. This motivation is superhighway of learning. Education must play a vital role in preparing the new generation to face challenges of developing system. It can be done by developing an urge in young minds to achieve better.

At least from the time of Plato and the Bhagwad Gita, Western philosophers have tended to see reason and desire as to distinctly different elements in human mind. If we peep into history of psychology, we will find that desiring element is always represented by a kind motivational force and controlled by reason. At about the dawn of modern psychology, in the middle of the 19th century, the relationship between these two psychic elements took on an extremely specific meaning largely under the influence of Darwin and others. Many researchers like Chakraborty, Rajib. (2016) also reveal that the influences of academic motivation on the relationship between academic achievement and emotional intelligence in secondary school students, cannot be ignored.

Objectives of the study:

1. To study the achievement motivation of secondary school students.
2. To study the emotional intelligence of secondary school students.
3. To find out the significance difference between the achievement motivation of high and low emotional intelligence of male students.
4. To find out the significance difference between the achievement motivation of high and low emotional intelligence of female students.

Key terms used in the study:

1. **Achievement Motivation-** Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in school work for extrinsic reasons, either to obtain external approval or because the educational system requires it. (Harter & Connell, 1984, the development of achievement motivation)
2. **Emotional Intelligence-** Emotional intelligence (EI) is the area of cognitive ability that facilitates interpersonal behavior. Dr. Goleman described emotional intelligence as a person's ability to manage his/her feelings so that those feelings are expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace. (Dr. Daniel Goleman, 1995, Emotional Intelligence)

Methodology:

1. **Sample-** The population of present study constituted all the secondary school students but obviously it was not possible to conduct the study on entire population for that one has to select sample out of population and in order to select sample there has to be followed some kind of procedure. For the present study, a sample of 200 secondary school rural and urban students from one district that is Ambala of Haryana state was selected using stratified random sampling based on equal allocation. And out of which 50% boys and 50% girls were included in the sample.
2. **Tools-** In the present study, the following tools were used:
 - Achievement Motive Test (ACMT) by Dr. V.P Bhargava
 - Mangal Emotional Intelligence Inventory (MEII) (Hindi version) by Dr. S.K. Mangal and Mrs. Shubhra Mangal

Main findings of the study:

It can be observed from the **Table-1** that mean and S.D. the value for achievement motivation of high-level emotional intelligence students found to be 20.5 and 4.01 respectively and that of low intelligence students are to be 16.2 and 5.00 respectively. The t ratio between the two level is 4.20 which is significant at .01 level. It suggests that there is significant difference

between achievement motivation of high emotional intelligence and low emotional intelligence of my students at secondary school. It can be interpreted that male students belonging to high emotional intelligence students have better achievement motivation than low emotional intelligence students.

It can be observed from the **Table-2** that mean and S.D. the value for achievement motivation of high-level emotional intelligence students found to be 24.39 and 7.16 respectively and that of low intelligent students are to be 13.43 and 3.23 respectively. The t ratio between the two levels is 9.36 which is significant at .01 level. It is suggested that there is significant difference between achievement motivation of high motivational intelligence and low emotional intelligence of female students at secondary school. It can be interpreted that female students belonging to high emotional intelligence to raise a better achievement motivation than low emotional intelligence students. Results revealed a significant effect of EI on the achievement motivation and educational adjustment of students. However, EI did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance of students (Kumar, Vineeth & Mehta, M. & Maheshwari, Nidhi, 2013).

It can be observed from the **Table-3** that mean and S.D. the value for achievement motivation of high-level emotional intelligence students found to be 22.12 and 5.63 respectively and that of low intelligent students are to be 18.94 and 4.25 respectively. The t ratio between the two levels is 3.93 which is significant at .01 level. It is suggested that there is significant difference between achievement motivation of high motivational intelligence and low emotional intelligence of all students at secondary school. It can be interpreted that all students belonging to high emotional intelligence have better achievement motivation than low emotional intelligence students. Findings of Naik, Pramodkumar & D., Ahirrao. (2018). reveals the significant difference between High Achievers and Low Achievers in respect to Achievement Motivation and Self-Concept of Secondary School Students. Computed 't' = 1.34 does not show significant differences on achievement motivation, still high achievers scored high on achievement motivation than low achievers, whereas on self-concept differences were found as 't' = 4.30 found significant at 0.01 level.

Educational implications:

The most outstanding characteristics of any research is that it must contribute something new to the development of the area published. So, the investigator must find out the educational implications of the study. The study has its implications for students and teachers and the

whole educational system in general. It has its implication for students. The students are the future generation of the nation.

Since, the secondary school students are at the adolescent and adolescent stage is the most crucial period in one's life. It is full of challenges. Most of them suffer from frustration, conflicts, complexes, difficulty in physical, social, mental and emotional development. Therefore, the need of the secondary school students must be satisfied, and their problem should be solved in a proper way in order to help them in growing and developing properly. It is essential to have knowledge of the adolescence psychology in order to understand them.

For optimum physical and mental growth suitable environment should be provided, the age of the adolescence is marked by too much intensity, force, instability and immunity of emotions. They are highly inflammable and restless. Their emotions can be aroused with the slight provocation.

Therefore, there is a strong need of emotional education to the adolescents. We can teach and improve in children and in any individual, some crucial emotional competency, paving the way for increasing the emotional intelligence and thus making their life more healthy, enjoyable and successful in the coming days.

Education should be organized in such a way that it may enable the secondary school students to face and solve the problems of life. The government, society, parents and teachers should make their efforts in this direction. A person emotional intelligence helps him in all spheres of life through its various components namely knowledge of his/her emotions (self-awareness), managing the emotion on others (empathy), and handling relationships lead a better life in peace and cooperation. The knowledge of the trend of achievement motivation and the subsequent changes in the where is emotional abilities is of a great use for the teacher as it can help him/her to arrange learning situations; decide methods and techniques of teaching and the nature of the aid material for the illustration of his/her teaching. Moreover, if a teacher understands the pattern of achievement motivation, he/ she can lead his/her students to acquire their maximum mental capacity and power. He/she can impart training in problem solving and creative expression and help them to become emotionally stable.

So, every adolescent should be studied carefully as his/her require special guidance and help for the solution of his/her problem satisfaction of his/her needs.

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Tables:

Table 1

Significance of difference between mean achievement motivationscores of high and low emotional intelligencesamong male students atsecondary school -

Emotional Intelligence	N	M	S. D	SED	CR	Significance
High	30	20.5	4.01	1.07	4.02	Yes
Low	40	16.2	5.00	1.07	4.02	Yes

Table 2

Significance of difference between mean achievement motivationscores of high and low emotional intelligencesamong female students atsecondary school -

Emotional Intelligence	N	M	S. D	SED	CR	Significance
High	44	24.29	7.16	1.17	9.39	Yes
Low	40	13.43	3.21	1.17	9.39	Yes

Table 3

Significance of difference between mean achievement motivationscores of high and low emotional intelligences among all students atsecondary school -

Emotional Intelligence	N	M	S. D	SED	CR	Significance
High	76	22.12	5.63	0.81	3.93	Yes
Low	74	18.94	4.25	0.81	3.93	Yes